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Friedrich Eduard Beneke, the man and his philosophy. An introductory study. By FRANCIS BURKE BRANDT, PH. D. New York, 1895, pp. 167.

This is an interesting, convenient and careful work, and is No. 4 of the "Columbia College Contributions" to philosophy, psychology and education. The first thirty-seven pages are devoted to Beneke's life and character and the rest to his doctrines, with a final critical estimate, influence and followers. The whole is clearly told, and we are indebted to it for a better view of the system than we have ever had before in English.

VI.—MISCELLANEOUS.

The Psychology of Number and its Applications to Methods of Teaching Arithmetic. By JAMES A. McLELLEN, Principal of the Ontario School of Pedagogy, Toronto, and JOHN DEWEY, PH. D., Head Professor of Philosophy in the University of Chicago. International Education Series. New York, 1895, pp. 309.

We can think of few subjects in the entire field of psychology that are riper for comprehensive treatment, or the applications of which are more needed in pedagogy, than the psychology of number. Many studies have been made in laboratories on the perception of dots, lines, figures, in the direct and indirect field; many more on counting and the various rhythms involved, the "psychic constant" and its compounds, the psychology of born calculators has been worked out, and the number-systems of primitive people and children's idea of numbers. Other studies are made on number forms, on fatigue in simple operation on numbers, etc. Thus, when we first saw the announcement of this book by an author so capable of gathering up and coördinating these and other lines of work, with the historic material, hardly less interesting, we looked forward with great interest to this book. Dire, however, has been our disappointment. Not one of all these topics is treated with any serious effort at thoroughness, if, indeed, any of them are mentioned. Again, there are many methods of teaching elementary arithmetic, both current and historical, and these should also have been at least mastered by the pedagogic author with a thoroughness of which these pages give no trace. We would suggest for a title of this work, "A Method of Teaching Arithmetic, Explained and Justified, and Preceded by some Philosophic Considerations." We must sympathize with a teacher who, in commenting on it, said in substance that "if the new psychology had nothing better to offer than this, its barrenness will be a great disappointment to hosts of teachers." The first chapter is entitled, "What psychology can do for the teachers," and is surely needed. Number, it is urged, is, first of all, a rational process and not a sense fact. This cuts up all experimental roots at the start, is at best only a partial truth in the author's sense, and is radically and profoundly not only unpedagogic, but anti-pedagogic. The first *educational summary* is: "The idea of number is not impressed upon the mind by objects, even when these are presented under the most favorable circumstances." Thus nearly every object lesson in arithmetic since Commenius is wrong. The origin of number is derived from the Hegelian ideas of limit. The psychology of quantity is "summed up" in these italicized words: "That which fixes the magnitude or quantity which, in any given case, needs to be measured, is some activity or movement internally continuous, but externally limited. That which increases this whole is some union or partial activity into which the original continuous activity may be broken up (analysis) and which, repeated

a certain number of times, gives the same result (synthesis) as the original continuous activity." The next important summing up is: "(1) The limitation of an energy (or quality) transforms it into quantity, giving it a certain undefined muchness or magnitude, as illustrated by size, bulk, weight, etc.; (2) this indefinite whole of quantity is transformed into definite numerical value through the process of measurement; (3) this measuring takes place through the unit of magnitude by putting them together till they make up an equivalent value," etc., etc. This high cothurnus method of stating with such formal top-loftiness simple and obvious truths till their very inflation makes them seem thin and unreal, does not seem to the writer good metaphysics even, and still less good psychology. G. S. H.

Psychology for Teachers. By C. LLOYD MORGAN, Principal of University College, Bristol. London, 1895, pp. 246.

This book, which is heartily commended in a preface by I. G. Fitch, late inspector of training colleges, first describes states of consciousness, and defines psychology as treating of them. Association, experience, perception, analysis, generalization, description and explanation, mental development, language and thought, literature, character and conduct follow in this order. The book is very simple and elementary, well sprinkled with poetic passages, and with a wholesome ethical application in the last chapter. The question repeatedly recurs whether it is not a little too elementary for teachers, to whom it is addressed, but for its class, it is certainly the best we have in English. Most of its many innovations in subject matter and manner impress us favorably.

Outlines of Psychology, Based upon the Results of Experimental Investigation. By OSWALD KÜLPE, Professor of philosophy in the University of Würzburg; translated from the German by EDWARD BRADFORD TITCHENER, Sage Professor of Psychology in the Cornell University. London, Swan, Sonnenschein & Co.; New York, Macmillan & Co., 1895, pp. 462.

As the JOURNAL has already reviewed the German edition of this treatise, we desire here merely to call attention to this excellent translation. That it is the best treatise in English on *experimental* psychology goes without saying. The translation has rendered to American and English teachers and students of the subject a service that the writer believes they will not be slow to appreciate.

Die Spiele der Thiere. Von KARL GROOS. A. V. Prof. der Philos. in Giesen. Jena, 1896, pp. 359.

The author assumes that animal psychology should have an independent position, and not be regarded as of interest only as it sheds light on the psychology of man, and points of resemblance to man should not receive disproportionate attention. If conversely, we regard what is specifically animal in animals, we shall arrive at a better idea of the animal traits in man. Only a student of æsthetics can properly treat the psychology of play. This is the author's specialty and also his standpoint. Professor Groos rejects the current view of Schiller and Spencer that play is a discharge of superfluous energy; indeed this is not a *conditio sine qua non* of play. The problem centres in the explanation of the play of *young* animals. Certain instincts, essential for the preservation of the species, appear before they are needed. These pre-functional instincts require practice, and fall under the laws of natural selection. Since these inherited instincts can be improved by individual